

School Improvement Grant (1003g)

LEA School Application: Tier I and Tier II

The LEA must complete this form for *each* Tier I or II school applying for a school improvement grant.

School Corporation Fort Wayne Community Schools ("FWCS") Number 0235

School Name Miami Middle School ("Miami").

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

☐ Turnaround

☐ Restart

☒ Transformation

☐ Closure

A. LEA Analysis of School Needs

➤ **Instructions:**

- 1) *With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages "Analysis of Student and School Data" and "Self-Assessment of High-Poverty, High-Performing Schools."*
- 2) *Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.*
- 3) *Complete a root cause analysis of the findings - the underlying reason for the finding.*
- 4) *Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.*

Worksheet #1: Analysis of Student and School Data

➤ Instructions:

- Complete the table below for each student group that did not meet AYP for performance in English/language arts and/or mathematics for 2008-2009. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://mustang.doe.state.in.us/AP/ayppress.cfm>

<i>Student groups not meeting AYP (list groups below)</i>	<i>% of this group not meeting AYP</i>	<i># of students in this group not meeting AYP</i>	<i>How severe is this group's failure? (high, medium, low)</i>	<i>How unique are the learning needs of this group? (high, medium, low)</i>
---	--	--	--	---

English/Language Arts

Overall	53%	259 of 489 students	High – not made AYP for 5 of the last 7 years	<p>High. Over the last four years in E/LA the following percentages of subgroups that did not make AYP were:</p> <p>2008: 6/7 or 86%</p> <p>2007: 6/7 or 86%</p> <p>2006: 4/7 or 67%</p> <p>2005: 1/6 or 17%</p> <p>Student enrollment changed: 05-06 at 535 to 08-09 at 828 an increase of 55%; during the same time period the percentage of students on paid lunch decreased from 30.1% to 19.4%.</p> <p>The data suggests critical issues with the alignment of curriculum, instruction, and assessment.</p> <p>Using three years of Indiana's Growth Model:</p> <p>Free Lunch students' scores improved 40% to 48%</p> <p>Bottom 25% students' scores improved 45% to 53%.</p> <p>Black students' scores improved 36.55% to 43%</p> <p>Hispanic students' scores improved 40.5% to 54.5%</p> <p>ELL students' scores improved 55% to 58.5%</p> <p>Unofficial ISTEP+ results for 2009-10</p>
Black	65%	117 of 180 students	High – Not made AYP for 3 of the last 7 years, other years made AYP by the Confidence Interval	
Hispanic	61%	62 of 102 students	High – have been a subgroup for the last 5 years, not made AYP for 4 years	
Free Lunch	60%	218 of 363 students	High – Not made AYP for 4 of the last 7 years, made AYP through Safe Harbor for other years	
LEP	67%	71 of 106 students	High – subgroup for the last two years and did not make AYP either year	
Special Education	95%	82 of 86 students	High – Not made AYP for 3 of the last 7 years, other years made AYP by the Confidence Interval	

				<p>indicated the percentage of students passing ISTEP+ in E/LA went from 34% in 2009 to 52% in 2010 at grade six,</p> <p>from 41% in 2009 to 48% in 2010 at grade seven, and</p> <p>from 40% to 52% at grade eight – a substantial increase at all levels. This data when combined with the growth data is evidence that the Transformation model is having a positive impact on student achievement.</p>
--	--	--	--	---

Mathematics

Free Lunch	46%	116 of 363 students	High – Not made AYP for 5 of the last 7 years, made AYP through Safe Harbor for other years	<p>High - The trend data for multiple years indicates substantial and ongoing achievement gaps.</p> <p>High – LEP has been a subgroup starting in 07-8.</p>
LEP	52%	55 of 106 students	High – subgroup for the last two years and did not make AYP either year	<p>High –the percentage of students not meeting AYP is substantial.</p>
Special Education	85%	74 of 86 students	High – Not made AYP for 3 of the last 7 years, other years made AYP by the Confidence Interval	<p>Using three years of Indiana's Growth Model:</p> <p>Free Lunch students' scores improved 28.5% to 48%</p> <p>Bottom 25% students' scores improved 38.5% to 55%.</p> <p>Black students' scores improved 31% to 47%</p> <p>Hispanic students' scores improved 27% to 49%</p> <p>ELL students scores improved 41.5% to 53.5%</p> <p>Unofficial ISTEP+ results for 2009-10 indicated the percentage of students passing ISTEP+ in Math went from 43% in 2009 to 49% in 2010 at grade six, and from 46% to 57% at grade eight – a substantial increase. This data when combined with the growth data is evidence that the Transformation model is having a positive impact on student achievement.</p>

<p><i>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</i></p>	<p><i>What is at the “root” of the findings? What is the underlying cause?</i></p>
<p>The 08-09 achievement data reflects instruction provided through previous years, current data reflecting the building and district emphasis on student achievement is not yet available.</p> <p>The data indicates multiple years of students in multiple subgroups not making AYP, resulting in a history of not making AYP for seven of the last seven years.</p> <p>The data indicates from 46% to 95% of subgroups did not meet standards on state assessments; the data suggest curriculum and instruction are not differentiated to meet student needs and assessment data does not inform instructional decisions.</p> <p>PL221 cohort data reflecting the period from 2004-05 to 2007-08 indicates:</p> <ul style="list-style-type: none"> ○ For 2005, improvement 2.3% and performance 52.5% ○ For 2006, improvement -0.9% and performance 48.1% ○ for 2007, improvement 0.2% and performance 46.6% ○ for 2008, improvement -0.4% and performance 52% <p>PL221 trend data reflects inconsistent results.</p>	<p>Over the last four years in math the following percentages of subgroups that did not make AYP were:</p> <p>2008: 3/7 or 43%</p> <p>2007: 5/7 or 71%</p> <p>2006: 3/6 or 50%</p> <p>2005: 1/6 or 17%</p> <p>Student enrollment changed:</p> <p>05-06 at 535</p> <p>08-09 at 828</p> <p>an increase of 55%,</p> <p>During the same time period the percentage of students on paid lunch decreased from 30.1% to 19.4%.</p> <p>The AYP and PL221 data suggests critical issues with the alignment of curriculum, instruction, and assessment.</p> <p>Additionally, with the dramatic increase in enrollment students have limited access to technology as a tool for research, writing, and problem-solving.</p> <p>Data from Indiana’s Growth Model and ISTEP+ unofficial data for 2010 indicates the Transformation Model started with the 2006-07 school year has had a positive impact on student achievement.</p>

Student Leading Indicators

➤ *Instructions:*

- 1) Using school, student and teacher data, complete the table below; 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column; 3) Review the data and develop several key findings on the next page.

	2007-2008	2008-2009
1. Number of minutes within the school year that students are to attend school:	72,000	72,000
2. Dropout rate	N/A	N/A
3. Student attendance rate	94.8%	95.2%
○ Black	94.9%	95.2%
○ Asian	96.7%	96.8%
○ Hispanic	95.8%	96%
○ White	94.3%	94.6%
○ Multi-racial	90.9%	93.7%
○ Native American	97.6%	Less than 10 data not reported
4. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	N/A	N/A
5. Discipline incidents reported as referrals per student with enrollment listed (00)	(806) 5.27	(839) 5.21
○ Black	(320) 8.78	(324) 8.54
○ Asian	(44) 0.68	(68) 1.59
○ Hispanic	(158) 2.84	(164) 2.96
○ White	(246) 2.32	(237) 3.22
○ Multi-Racial	(27) 7.44	(38) 5.05
○ Native American	(11) 12.82	(8) 7.50
○ Free/Reduced Meals	(640) 6.05	(691) 5.66
○ Full Pay Meals	(166) 2.23	(186) 3.14
○ LEP	(113) 1.86	(130) 2.10
○ Special Education	(167) 9.74	(164) 8.61
6. Truants reported as percentage of total student days	1.8%	1.8%
7. Distribution of teachers by performance level on LEA’s teacher evaluation system – evaluated during designated years		
○ Teacher recommended for continued contract	26	25
○ Includes teacher removed from probation	9	6
○ Teacher continued on probation	6	8
○ Did not recommend continued contract	4	4
8. Teacher attendance rate	91.7%	92.5%

**If this school is a high school, disaggregation of the data by student groups would be informative in your planning.*

<i>What are key findings or summaries from the student leading indicator data?</i>	<i>What is at the “root” of the findings? What is the underlying cause?</i>
<ol style="list-style-type: none"> 1. Instructional minutes will have remained constant. 2. The dropout rate is not applicable. 3. Student attendance is improving and has improved from 2005-06 at 94.9% to the current 95.2%. 4. Advanced coursework is not applicable. 5. Discipline referrals continue to indicate a substantial gap among Black and Special Education subgroups and all other subgroups. 6. Truancy data is unchanged. 7. Teacher evaluation data indicates several teachers remained on probation or were recommended for contract nonrenewal. 8. Teacher attendance has improved. 	<p>Note: For 2010-11 instructional time will increase from 72,000 to 74,700 minutes, an increase of 2,700 minutes through a change in the daily schedule. An extended day for 2010 of one 55 minute class period (allowing students to take classes for high school credit) for an additional 9,900 minutes provides an increase in instructional time equivalent to more than 35 instructional days. This time will be required for students identified as at risk, i.e., those who have not passed ISTEP+ at grades 5, 6, or 7.</p> <p>The underlying cause of the improvement in the student attendance rate and the teacher attendance rate can be traced to the change in leadership.</p> <p>The current principal began work in December 2005 with 32.5 FTE certified staff. The teacher data indicates the following:</p> <ul style="list-style-type: none"> ○ 05-06, 2 resignations, 3 retirements 1 transfer ○ 06-07, 1 resignation, 0 retirements, 3 transfers ○ 07-08, 3 resignations, 1 retirement, 0 transfers ○ 08-09, 4 resignations, 1 retirement, 2 transfers <p>Projected for 09-10</p> <ul style="list-style-type: none"> ○ 5 resignations, 1 retirement, 4 transfers <p>This totals 31 staff changes since the principal began, reflecting his clear focus on building a staff (within the parameters of the current Collective Bargaining Agreement) committed to the FWCS moral purpose of educating all children to high standards.</p> <p>Per the Transformation Model, all Miami staff were surplus at the end of the 2009-10 school year. Certificated staff vacancies were filled as vacancies outside the Master Contract using the process in the Memorandum of Agreement between FWCS and the Fort Wayne Education Association (“FWEA”). These changes are not business as usual. Seniority rights were eliminated. Less than 50% of the staff were rehired. The remaining staff were hired from the pool of teachers within FWCS and teachers not currently employed by FWCS.</p> <p>The Miami principal is charged with staffing Miami for 2010-11 with highly qualified teachers. However, the effectiveness of many of the teachers currently at Miami is not reflected in the available data as most of the staff have been at Miami for two years or less.</p>

Worksheet #2: Self-Assessment of Practices High-Performing Schools – data reflects 2009-10 school year

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially those of high-poverty, high-performing schools. These practices are embedded in the school intervention/improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
<ol style="list-style-type: none"> 1. Spends most of the time managing the school. 2. Is rarely in the classrooms. 3. Is not knowledgeable about English/ language arts or mathematics instruction. 4. Serves as lone leader of the school 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom. 		<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		<ol style="list-style-type: none"> 1. Spends great deal of time in classrooms. 2. Conducts frequent walk-throughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
<ol style="list-style-type: none"> 1. Is primarily lecture-style and teacher-centered. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented. 4. Does not include technology. 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. 7. Instruction is not increased to allow for more student learning time. 		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		<ol style="list-style-type: none"> 1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). 3. Uses multiple sources beyond textbooks. 4. Includes frequent use of technology. 5. Works in teams, discussing student learning and instructional ideas. 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. 7. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
<ul style="list-style-type: none"> 1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students. 		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<ul style="list-style-type: none"> 1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
<ul style="list-style-type: none"> 1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies. 		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<ul style="list-style-type: none"> 1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	Professional Development
<ul style="list-style-type: none"> 1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation. 		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> 1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
<ul style="list-style-type: none"> 1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children. 3. Does not include advisory periods 		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> 1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to

					<i>build student-adult relationships.</i>
Cultural Competency	1	2	3	4	Cultural Competency
<i>1. Holds the belief that all students learn the same way.</i>		<input checked="" type="checkbox"/>			<i>1. Holds the belief that students learn differently and provides for by using various instructional practices.</i>
<i>2. Uses the textbook to determine the focus of study.</i>		<input checked="" type="checkbox"/>			<i>2. Combines what learners need to know from the standards and curriculum with the needs in their lives.</i>
<i>3. “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people.</i>		<input checked="" type="checkbox"/>			<i>3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.</i>
<i>4. Does not investigate students’ level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups.</i>	<input checked="" type="checkbox"/>				<i>4. Investigates students’ education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.</i>
<i>5. Does not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class.</i>		<input checked="" type="checkbox"/>			<i>5. Connects curriculum and learning to students’ own life experiences as related to race, ethnicity or class.</i>

<i>What are the key findings from the self-assessment of high-performing schools?</i>	<i>What is at the “root” of the findings? What is the underlying cause?</i>
<p>Principal: self-assessment data suggest the principal is moving from building management to instructional leadership.</p> <p>Instruction: self-assessment data suggest teachers are becoming cognizant and responsive to individual student needs.</p> <p>Curriculum: self-assessment data suggest teachers may be beginning to use the FWCS Master Maps to guide instruction.</p> <p>Data-Formative Assessments: self-assessment data suggest some teachers are using formative assessments and other data to inform instruction.</p> <p>Parents, Family, Community: self-assessment data suggest Miami is safe.</p> <p>Cultural Competency: self-assessment data suggest staff members are beginning to increase awareness and growing in understanding of the diverse needs of the students at Miami.</p>	<p>Worksheets #1 and #2 as well as the self-assessment, suggest much time and effort has been placed on building a safe environment and finding staff members supportive of the FWCS moral purpose: educating all students to high standards.</p> <p>With a safe building, building leadership is beginning to focus on instruction.</p> <p>Partially due to dramatically increasing student enrollment, limited access to technology has hampered differentiation of instruction, use of curriculum maps, and ready access to data to inform instructional decisions. Limited access to technology impacts student opportunities to practice 21st Century Skills such as collaboration, communication, and critical thinking, and create high-quality, authentic products and presentations.</p>

B. Selection of School Improvement Model

➤ **Instructions:** Read and discuss with the team the elements of the four school intervention models below.

Transformation Model
Required Elements
<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
<u>Comprehensive Instructional Reform Strategies</u> <ol style="list-style-type: none"> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction.
<u>Provide Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.

Transformation Model
Permissible Elements
<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<u>Comprehensive Instructional Reform</u> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a school wide "response-to-intervention" model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – a) increase rigor; b) summer transition programs; freshman academies; c) increasing graduation rates establishing early warning systems
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<u>Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

Instructions: Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, of affecting principal leadership, teacher instruction, and student learning.

Intervention model selected Transformation Model

(1) Describe how the model corresponds to the data, findings, root cause analysis and self-assessment.

Develop Teacher and Leader Effectiveness:

1. Miami enrollment has increased 55% from 535 to 828 in the last four years requiring attendance boundary changes for fall 2011-12 in order to balance enrollment across available space in the middle schools. With 31 staff changes at Miami since the current principal began in conjunction with an analysis of student data including the Indiana's Growth Model and 2010 ISTEP+ preliminary data, the Board of School Trustees determined the current principal has created a safe school environment and is working to create a staff committed to the FWCS moral purpose to educate all students to high standards.

The Board of School Trustees believes this principal has created the environment for increased student achievement and they are providing him the opportunity to show that growth during the next school year. There are specific growth targets the principal must meet by October 31, 2010; January 31, 2011; and June 2011.

2. Data documents substantial changes in teacher employment based on the current teacher evaluation process. A rigorous, transparent, and equitable evaluation system using student growth data, multiple assessments, and increased graduation rates is currently being negotiated with FWEA with the structure for the system scheduled to be in place for January 2011 with implementation in August 2011. The three year commitment letter all employees will sign references the new evaluation system. The evaluation system for principals involves the Fort Wayne Administrative and Professional Association (FWAPA) leaders and relies on the IDOE Principal Evaluation system. The evaluation for teachers included the designations of effective and highly effective teachers with provisions for support for teachers not making improvement in year one and dismissal procedures when no improvement has been achieved after substantial support.

3. In recognition of additional responsibilities and time expectations for teachers, including additional collaboration among staff and work with students and parents expected to be several hours per week, there will be a stipend of \$1,500 annually for improved student achievement (a detailed on the growth model to be designed as part of this grant) in all subgroups resulting in more than a fifty percent reduction in the number of subgroup cells not making AYP. In addition, each certified staff completing the three year commitment in conjunction with a decreasing by 20% the percentage of students not making AYP will receive a lump sum payment of \$3,000. The annual evaluation system includes a process to remove staff members who, after opportunities have been provided to improve, have not.

4. The data indicated a substantial disconnect among curriculum, instruction, and assessment activities. The daily, weekly, and yearly schedule for staff includes ongoing, high-quality, job-embedded professional development that is aligned with the instructional program and is

designed with school staff. Working with teachers and administrators to design the professional development will be the new Pyramid for SuccessTM Coordinator (following the FWCS Data System to Support Instruction developed during 2009-10), the new Literacy Coach and new Math/Science Coach (both working directly with certified staff providing training, coaching, observation, and feedback), the Miami Curriculum/Instruction Project Director, the FWCS Transformation Specialist, and Area Administrator Rita Turflinger. This team approach ensures the FWCS Triple P process frames the work. The goal for Miami is two-fold: 1) improve student achievement for all students including subgroups not making AYP by Educating All Students to High Standards; and 2) provide a sustainable model for improving student achievement for Miami and the remaining middle schools in FWCS. At the end of two years the goal is Miami will be at Academic Progress or Grade B on the PL221 schedule.

Multiple approaches to job embedded professional development built into the weekly scheduled collaboration time within the contract for all staff are part of the effort to align curriculum, instruction, and assessment. One facet of professional development is to facilitate just-in-time feedback from instructional coaches for teachers. Two licensed permanent building based substitutes who know the building routines and procedures will be available every day to step seamlessly into classrooms while teachers are involved in short instructional feedback opportunities. This procedure will be especially helpful in working with staff members needing additional opportunities to improve as part of the annual teacher evaluation system.

One additional professional growth opportunity in year one will be attendance by the Miami Leadership Team at the ASCD Closing the Learning Gap Once and For All conference in Chicago, Illinois, in October 2010. The national conference is close enough that the school based leadership team will be able to drive. The focus of the Pre-Conference Institute is Classroom Assessment and Grading: Making Standards Useful with Robert Marzano. This conference is an appropriate next step for the Leadership Team. Area Administrator Rita Turflinger, will attend the conference with the principal, Pyramid for Success CoordinatorTM, Literacy Coach, Math/Science Coach, two Lead Teachers, and the Curriculum and Instruction Project Director. As the conference extends through the weekend, and the two classroom Lead Teachers attending the conference will have class coverage with the permanent substitutes the impact on instructional time is limited.

Additional professional development will be offered in the summers of 2011 and 2012. This summer professional development will be data driven based on staff needs and will total 36 hours per teacher for a total of \$900 per teacher per year for years two and three.

5. Finally, besides the \$1,500 annual incentive and \$3,000 incentive at the end of the three year teachers (English, Math, Science, Advanced Placement, Art, Music, and Special Education) and students will have an opportunity to start the day one hour later and end the day one hour later, or students may choose to take an 8 period day and these teachers may choose to teach the additional hour per day (at the regular contract hourly rate.) Teachers will also have the opportunity to serve as Lead Teachers and will have the career growth opportunity of becoming an instructional coach (e.g. Pyramid for SuccessTM Coordinator, Literacy Coach, Math/Science Coach). The extended day will be required for students considered at risk: these students are identified as students not passing ISTEP at grades 4, 5, 6 or 7. These

students will have individual academic plans completed prior to the start of the 2010-11 school year. The Pyramid for Success™ Team will be responsible for completing these plans (five teachers, the principal, Assistant Principal, Literacy Coach, Math Coach, Miami Curriculum/ Instruction Project Director, Pyramid for Success™ Coordinator, and the Transformation Specialist). Teachers and Coaches will be paid for five hours of additional time at the curriculum development rate.

Increasing Learning Time and Creating Community-Oriented Schools:

1. In order to better meet the needs of a diverse student population (indicated through the data analysis) learning time will be increased for students in two ways. First, the new schedule for 2010-11 increases student time from 72,100 minutes per year to 74,500 minutes per year. Additionally the 55 minute class period added at the end of the school day adds 9,900 minutes per year, essentially both schedule changes add the equivalent of nearly 38 regular instructional days to the school year.

The extended day class period will be part of FWCS Pyramid for Success™ at Miami and will include English, mathematics, and science courses required for identified students and enrichment and courses for high ability students and students wanting additional course credits. The extended day will include art and music. The addition of art and music project based activities will extend opportunities for all students including students unable to include art and music during the regular school day. Finally, a Special Education teacher and ELL teacher will be included in the extended day to provide equity of access to learning opportunities for all students. This extended school day will include a minimum of 25 teachers.

2. Required training for adult care givers of students identified as at risk will be offered in duplicate after school and in the evening in order to accommodate adult schedules. Several community organizations will assist with these meetings. These efforts are coordinated by Dr. Charles Green and Dr. C. Todd Cummings. These required meetings – six times per year – are a substantial departure from business as usual.

Comprehensive Instructional Reform Strategies

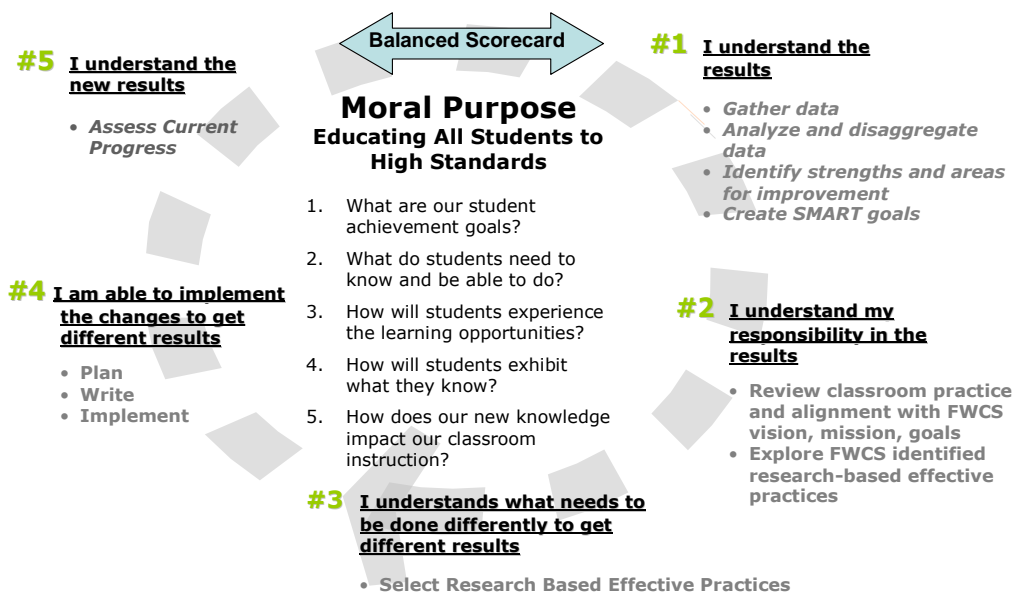
1. The program designed for Miami is a research-based, vertically aligned program (including Indiana's Common Core Standards) that will include increased learning opportunities through appropriate use of technology and extended day. This program will be implemented under the guidance of the Miami Leadership Team including Transformation Specialist, Dr. Ardys Morgan of The School Improvement Partnership, Inc. working directly with Superintendent, Dr. Wendy Robinson in conjunction with Area Administrator Rita Turflinger; Principal Hal Stevens; Pyramid for Success™ Building Coordinator; and the Miami instructional coaches (Literacy Coach, Math/Science Coach), Lead Teachers and the Curriculum/Instruction Project Director (external consultant, not yet hired, reports to Area Administrator and Transformation Specialist).
2. The findings from the data analysis suggest data does not inform instructional decisions nor is data widely used by classroom teachers to differentiate instruction. To address this issue FWCS developed in 2009-10 an Early Identification System to identify schools, grade levels, and classrooms in need of support to improve student achievement in order to appropriately allocate support resources. This System, developed 2009-10, has become the FWCS four

step Data System to Support Instruction including: Report 1: State Accountability Indicators; Report 2: Expectations and Instruction; Report 3: Culture, Climate and Learning Environment – all of these reports provide data with a school view including drill down to grades, class, subgroups, teachers. Finally, Report 4: Equity of Opportunity Report – Superintendent’s View provides the district view with drill down to areas and schools. This system provides the framework for the continuous use of student data to inform and differentiate instruction and provides information in the following categories: value added, diversity, ability to compete globally, program alignment with Indiana’s Academic Standards, cohort growth data, moral purpose to educate all students to high standards, precision, personalization, and professional learning. The specifications for this system are available from Dr. Wendy Robinson, Superintendent.

The Early Identification System, along with the Five Guiding Questions, and the Data Informed Decision Making Matrix provide the framework for data analysis. The FWCS Improvement Approach with the Five Guiding Questions is detailed as follows:

FWCS Improvement Approach

School Board Goals & District BSC



In conjunction with the FWCS Improvement Approach, the principal will have support in improving student achievement through the addition of an on-site School Administration Manager (SAM) the person and the software. The SAM Project, originally funded in Kentucky, by the Wallace Foundation, brings together tools, training and strategies to help principals focus more time on instructional leadership. The project goal of the addition of the SAM is to direct a greater percentage of the principal’s time to teaching practice, student learning, and school improvement, rather than management responsibilities. The SAM will ensure the principal has the time to get into classrooms and the Curriculum/Instruction Project Director will ensure that the principal has the leadership capacity to change the school into a professional learning community focused on improving teaching and learning.

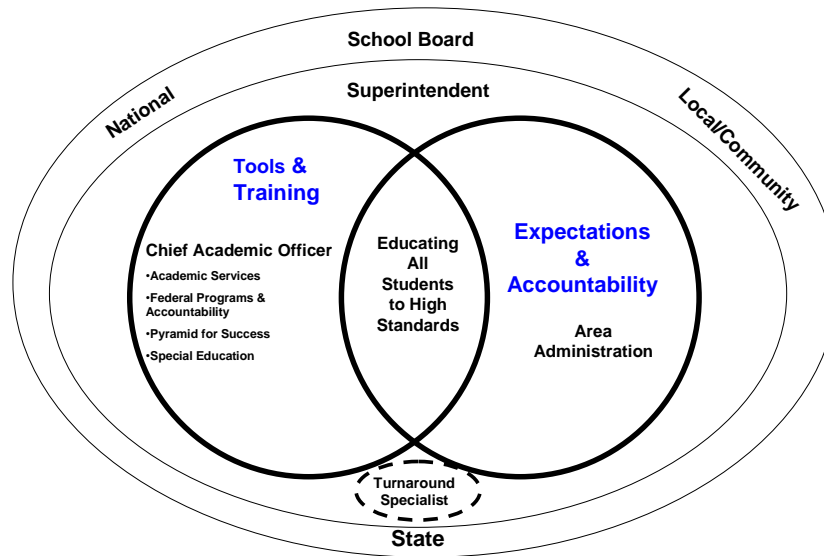
Provide Operational Flexibility and Sustained Support

1. Several school level indicators were identified through the data analysis that led to the selection of the Transformation Model. Miami, as documented, above has operational flexibility in staffing – new staff will be hired through a series of interviews and job fairs as documented in a Memorandum of Agreement with the FWEA. Additionally, the changes in student time – first is the additional 2,700 minutes achieved through the Collective Bargaining Agreement between FWCS and FWEA ratified in March 2010, and second through the additional class period and collaboration schedule to be used at Miami and documented through the staff signed commitment letters. Finally, the Miami Leadership Team will have sufficient operational flexibility including budgeting.
2. Several school level indicators were identified through the data analysis that led to the selection of the Transformation Model. Miami, as documented, above has operational flexibility in staffing – new staff will be hired through a series of interviews and job fairs as documented in a Memorandum of Agreement with the FWEA. Additionally, the changes in student time – first is the additional 2,700 minutes achieved through the Collective Bargaining Agreement between FWCS and FWEA ratified in March 2010, and second through the additional class period and collaboration schedule to be used at Miami and documented through the staff signed commitment letters. Finally, the Miami Leadership Team will have sufficient operational flexibility including budgeting.
3. Miami will receive ongoing intensive technical assistance and support from the LEA as documented through the contracts with Dr. Ardys Morgan of The School Improvement Partnership, Inc., the Curriculum/Instruction Project Director as well as the FWCS LEAD (Leading Educational Achievement with Distinction) (“LEAD”) Schools Council including Superintendent Dr. Wendy Robinson; High School Area Administrator D. Faye Robbins, Esq.; Middle School Area Administrator Rita Turflinger; Elementary School Area Administrator Dan Bickel; Chief Financial Officer Kathy Friend; Chief Academic Officer Steve Cobb; Chief Operations Officer (position currently vacant); Director of Human Resources Charles Cammack, Jr.; Director of Federal Programs and Accountability John Kline; Director of Pyramid for SuccessTM Sandy Sunderland-Willis; and Director of Technology Jack Byrd.

(2) Describe how the model will create teacher, principal, and student change.

The successful Transformation Model at Miami will operate within the following support structure:

FWCS District Support Structure



First, teacher, principal, and student change will occur through a dramatic, strong leadership team including a principal skilled in relationships. The dramatic change will be institutionalized through the organization change initiative framed by the Target, Sponsor, Agent concept adapted from “execution – the Discipline of Getting Things Done” by Bossidy and Charan, 2002, and “Managing at the Speed of Change” by Connor, 1993.

As FWCS is involved in substantial change from the classroom to the board room, there are actually multiple layers of the Target, Sponsor, Agent relationships. Dr. Morgan will serve as the agent in work with Superintendent Dr. Robinson and the Area Administrators.

Second, the Miami Leadership Team will maintain a consistent focus on improving instruction. The FWCS Data System to Support Instruction provides some of the framework for this effort. Once the school team is in place (end of June 2010), professional development will be determined (based on staff needs) for August in order to start the school year with strong relationships and clear expectations.

Third, visible improvements in student achievement are expected early in the process. The Miami Leadership Team (in place for 2010) has the skills to create a safe environment, skills to create schedules for increased time, and the skills to ensure student access to resources. With a Curriculum/Instruction Project Director building capacity for the curriculum, instruction and assessment feedback loop, increases in student achievement are expected by the end of semester one.

Fourth, through the surplus process of the entire staff at Miami and through the interview process, new job descriptions, and documented commitment, Miami will be staffed by adults who want to be there to meet the moral purpose to educate all students to high standards.

C. LEA Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “capacity” and determine if the district currently has or will develop the ability to complete this task. Select “yes” or “no.” List the evidence available should IDOE request proof of the district’s capacity (e.g., resumes of all teachers to show their previous work with the improvement models).

<i>Capacity Task</i>	<i>Yes</i>	<i>No</i>	<i>District Evidence</i>
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		<ul style="list-style-type: none"> ○ Budget worksheets ○ Written Program Plan including the LEAD Schools Work Plan
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		<ul style="list-style-type: none"> ○ Budget worksheets ○ Written Program Plan including the LEAD Schools Work Plan
3. Projected budgets meet the requirements of reasonable, allocable, and necessary. <i>All models</i>	X		<ul style="list-style-type: none"> ○ Budget worksheets ○ Written Program Plan including the LEAD Schools Work Plan
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	X		<ul style="list-style-type: none"> ○ Budget worksheets ○ Written Program Plan including the LEAD Schools Work Plan
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>	X		The two schools in FWCS eligible for this funding opportunity are both seeking funding, Wayne High School and Miami Middle School.
6. A clear alignment exists between the goals and interventions model and the funding request (budget). <i>All models</i>	X		<ul style="list-style-type: none"> ○ Budget worksheets ○ Written Program Plan including the LEAD Schools Work Plan
7. Principals and staff have the credentials and a demonstrated track record to implement the selected model. <i>All models</i>	X		<ul style="list-style-type: none"> ○ Resumes on file, documenting previous work with improvement approaches ○ Guidelines for principal improvement by October 2010 ○ Interview rubric documentation ○ Signed commitment letter for each staff member

<i>Capacity</i>	<i>Yes</i>	<i>No</i>	<i>District Evidence</i>
<p>8. <i>The district has received the support of parents and the community to implement the intervention model, including multiple meetings to seek their input and inform them of progress.</i></p> <p><i>All models</i></p>	X		<ul style="list-style-type: none"> ○ Schedule of public and school based meetings for LEAD schools. ○ Meeting with Parents and Community Members to seek input and provide information regarding the progress of the SIG process.
<p>9. <i>The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</i></p> <p><i>All models</i></p>	X		<ul style="list-style-type: none"> ○ Board of School Trustees Minutes, beginning in September, 2009 through April 26, 2010. ○ Board of School Trustees Work Session, December 14, 2009; March 2, 2010; March 8, 2010; March 22, 2010
<p>10. <i>The superintendent has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</i></p> <p><i>All models</i></p>	X		<ul style="list-style-type: none"> ○ Cabinet and Board Minutes ○ FWCS/IDOE meetings - December 15, 2009; December 16, 2009; December 17, 2009, January 4, 2010, January 7, 2010, January 29, 2010, February 18, 2010, February 23, 2010, March 23, 2010
<p>11. <i>The teacher's union has expressed commitment to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</i></p> <p><i>Turnaround, Transformation Models</i></p>	X		<ul style="list-style-type: none"> ○ Memorandum of Agreement between the FWCS and the FWEA ○ FWCS/FWEA Joint Communications Committee minutes ○ Schedule for Teacher Evaluation negotiations to be completed by January 2011 for implementation in August 2011.
<p>12. <i>The district has the ability to recruit new principals.</i></p> <p><i>Turnaround, Transformation Models</i></p>	X		<ul style="list-style-type: none"> ○ FWCS is committed to building capacity for Leadership. ○ As is documented in Indiana's Fast Forward application, there is a disconnect between principal's certification and skills. FWCS worked with the Wallace Foundation to provide an administrative internship. This program has been designed to building human capital. Three current middle school principals, with strong positive student achievement data, have completed this Academy

<i>Capacity</i>	<i>Yes</i>	<i>No</i>	<i>District Evidence</i>
<p>13. <i>The timeline is detailed and realistic, demonstrating the district's ability to implement the intervention during the 2010-2011 school year.</i></p> <p><i>All models</i></p>	X		<ul style="list-style-type: none"> ○ The FWCS LEAD Work Plan submitted to the IDOE on April 20, 2010, documents the timeline for the staff changes as well as schedule changes for Wayne High School, Miami Middle School and the other LEAD schools. ○ The Board of School Trustees minutes also document that timeline benchmarks are met.
<p>14. <i>District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</i></p> <p><i>Turnaround, Transformation, Restart Models</i></p>	X		<ul style="list-style-type: none"> ○ Dr. Ardys Morgan has been working with FWCS since August 27, 2009, to facilitate the research, provide expertise with data analysis, and provide guidance with the selection of intervention models. ○ Meetings with the IDOE document the progress.
<p>15. <i>The district demonstrates the ability to align federal, state, and local funding sources with grant activities</i></p> <p><i>All models</i></p>	X		<ul style="list-style-type: none"> ○ The FWCS LEAD Schools Work Plan, submitted to the IDOE, April 20, 2010, documents the alignment of federal, state, and local funding sources with the grant activities. ○ The document Three Opportunities, One Plan provided to the IDOE per request on April 20, 2010, illustrates this alignment.
<p>16. <i>The district demonstrates the ability and commitment to increased instructional time.</i></p> <p><i>Turnaround, Transformation Models</i></p>	X		<ul style="list-style-type: none"> ○ The student schedules for FWCS High Schools and Middle Schools, adopted for 2010-11 reflect increased student instructional time. ○ Teachers will have increased student contact hours. ○ Additionally, the student instructional day will increase by one class period (55 minutes) beyond the regular school day. Student transportation is provided through the FWCS activity bus system.

D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ Instructions:

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already implemented or which must take place in school year 2010-11.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment A.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. Design and implement school intervention model consistent with federal application requirements.	No response needed here as this information is required later in the description of the model selected.
2. The LEA has or will recruit, screen, selects and support appropriate external providers.	<p>In choosing a collaborative partner, FWCS looked at the turnaround/transformation skill set as well as the understanding the collaborative partner had of the overarching district mission. FWCS worked with the Hope Foundation, National Staff Development Council, and The School Improvement Partnership, Inc. during 2008-09 and 2009-10 to determine the appropriate external provider.</p> <p>Based on data collected during these two years, Dr. Ardys Morgan, President, The School Improvement Partnership, Inc. and the Transformation Specialist selected by FWCS, has had a positive working relationship with FWCS. This relationship includes: completing comprehensive needs assessments; assistance with funding sources; professional development; data analysis; program support; and serving as a critical friend. Dr. Morgan has a thorough understanding of and commitment to Dr. Wendy Robinson and the Board of School Trustees moral purpose: educating all students to high standards.</p> <p>As a Transformation Specialist, Dr. Morgan with Dr. Robinson uses the Mass Insight definition of Turnaround. "Turnaround is a dramatic and comprehensive intervention in a low-performing school that: a) produces significant gains in achievement within two years; and b) readies the school for the longer process of transformation into high-performing organizations." Furthermore, FWCS also uses the PL221 categories and expects at a minimum Academic Progress or Grade B or higher.</p>

	<p>The successful transformation at Miami will operate within a support structure including the Superintendent, Area Administrators, and the Chief Academic Office as diagramed earlier. As detailed, Dr. Morgan will work and report directly to Superintendent Dr. Robinson.</p> <p>The goals for the process in Fort Wayne are two-fold. One, complete a dramatic and comprehensive intervention and transformation at Miami. This will be one focus for Dr. Morgan’s work. The second focus will be to facilitate the development of the culture, processes, and products to undergird the transformation of all FWCS schools into high performing organizations using the Indiana Growth Model and AYP.</p> <p>Within the District Support Structure, Dr. Morgan will work directly with the D. Faye Robbins, Esq. Area Administrator for High Schools and with Middle School Area Administrator Rita Turflinger. Furthermore, through close association with Steve Cobb, Chief Academic Officer, Dr. Morgan will help broker resources necessary to make immediate and sustainable improvements.</p> <p>The Transformation Process will be implemented through an organizational change initiative framed by the Target, Sponsor, Agent concept adapted from “Execution – the Discipline of Getting Things Done” by Bossidy and Charan, 2002, and “Managing at the Speed of Change” by Connor, 1993 as detailed.</p> <p>The relationship among the three roles (Target, Sponsor, Agent) is critical to the success of the change. The Sponsor must not abdicate his/her sponsorship role to the Agent. The Agent must not assume the role of the Sponsor.</p> <p>When a school is attempting to substantially increase student achievement, classroom teachers will be expected to implement change using new, research based teaching strategies. In such an environment, the teacher who is doing the changing, is the Target. The principal, the one who sanctions, communicates, and reinforces the change is the Sponsor, the instructional coach, the one who provides support to the teacher is the Agent.</p> <p>Dr. Morgan as the Transformation Specialist will work with the Superintendent, Area Administrators, and the Chief Academic Officer in all major decisions. All new practices will be aligned or developed considering current district practices and processes to ease transitions for the LEAD schools and the rest of FWCS.</p> <p>Dr. Morgan will provide regular memos and updates to the LEAD Schools Council on progress and any barriers. The LEAD Schools Council includes Superintendent Dr. Wendy Robinson; Chief Academic</p>
--	---

Officer Steve Cobb; Chief Financial Officer Kathy Friend; Director of Human Resources Charles Cammack, Jr.; Area Administrators D. Faye Robbins, Rita Turflinger, and Dan Bickel; Director of Federal Programs and Accountability John Kline; Director of Pyramid for Success™ Sandy Sunderland-Willis; and Director of Technology Systems Jack Byrd.

Dr. Morgan with Mr. Cobb will facilitate the documentation of all practices and with Mr. Kline and Mr. Byrd will guide the collection and analysis of data. The goal is to be able to share successes with the rest of the district and serve as a model for ‘Closing the Gap High.’

A critical step in detailing the scope of the work is determining what to measure, i.e. what student performance data as well as other indicators. First, interim progress and outcomes data will provide evidence of movement to a PL221 category of Academic Progress or higher. Additionally, there is an expectation for fewer discipline referrals, improved student and adult attendance, improved standardized test results, and increased student formative evaluations. As Dr. Robinson and Dr. Morgan with the Cabinet started this process in August 2009, the Middle School Data Analysis and Program Evaluation System is nearing completion. Each year as the Middle School Study Questions are answered for the appropriate school year, programmatic adjustments will be made.

FWCS Middle School Data Analysis and Program Evaluation

MS Study I Question	Data Collection	Tasks
Does the ECA performance of middle school students taking Algebra for high school credit meet or exceed the performance of high school students taking the ECA after completing Algebra in high school?	<ul style="list-style-type: none"> ECA scores Course grades ISTEP results Acuity Proficiency Exam 	<ul style="list-style-type: none"> Compare students passing 2007-08 ISTEP to student performance on 2008-09 Algebra for grade 7 and 8 students completing Algebra for high school credit. Compare students passing 2008-09 Fall ISTEP to student performance on 2009-010 Algebra for grade 7 and 8 students completing Algebra for high school credit. Compare 2008-09 Algebra ECA results to 2009-10 Algebra ECA by test period for grade 7 and 8 students completing Algebra for high school credit. Compare ECA results with teacher grades by teacher for 2008-09 and 2009-10 for grade 7 and 8 students completing Algebra for high school credit. Compare ISTEP results with teacher grades by teacher for 2007-08 and 2008-09 for grade 7 and 8 students completing Algebra for high school credit. Compare ECA results with the Acuity Proficiency Exam for 2009-10 for grade 7 and 8 students completing Algebra for high school credit.

MS Study II Question	Data Collection	Tasks
<p>How are students performing in high school that received high school credit for classes taken at the middle school?</p> <ul style="list-style-type: none"> Are high school courses offered for credit in the middle school rigorous enough for students to be successful in high school? 	<ul style="list-style-type: none"> ISTEP CSI/SAS Attendance Referrals (include severity) 8th grade course grades 9th grade course grades 	<ul style="list-style-type: none"> Compare course grades for middle school students in year one of the courses taken for high school credit with high school students in the first year of the same course. Compare second year course grades between students that had taken the first year of the course at the middle school for high school credit with high school students in the second year of the course that had taken the first year of the course at the high school. Compare ISTEP scores for middle school students in year one of the courses taken for high school credit with grade eight ISTEP scores for high school students in the first year of the course. Compare CSI/SAS scores for MS students in year one of the courses taken for high school credit with grade eight CSI/SAS scores for high school students in the first year of the course. Compare referrals for middle school students in year one of the courses taken for high school credit with referrals for high school students in the first year of the course.
Middle School Study III Question	Data Collection	Tasks
<p>What Interventions are working for which students to close the achievement gap?</p>	<ul style="list-style-type: none"> Specific interventions ISTEP CSI/SAS Course Grades 	<ul style="list-style-type: none"> Compare ISTEP scores for students in an intervention with a comparison group not in an intervention. Compare course grades (English or Mathematics) for students in an intervention with students not in an intervention.
<p>The timeline for success is ambitious but realistic. Several documents inform the thinking of the FWCS Leadership Team and Dr. Morgan. Using “School Turnaround: A Brief Overview of the Landscape and Key Issues” by Kutash et al (p.3.), 2010, it is realistic to expect improvement in the school environment/culture within one to two years and improvements in student performance occurring in the year two or three. The timeline varies and is likely to take longer in high schools.</p> <p>However, “Successful School Turnarounds – Seven Steps for District Leaders,” by Kowal et al, (p.5.), 2009, reports turnaround efforts that are ultimately successful have fast, focused changes in the first few months, and substantial improvements occurring within the first year. The expectation is large, visible improvements in student learning in year one, with substantial improvements in year two.</p>		

	<p>The Miami goal is improved student achievement as detailed above and an improved PL221 category placement of Academic Progress or higher by the end of the second year.</p> <p><u>Intensity of Work</u> Dr. Morgan is uniquely positioned to assist in the facilitation of this district reform effort. She has experience working in high poverty schools, a broad-based understanding of local community and school-specific knowledge, and demonstrated ability to work closely with the principal, Area Administrators, Chief Academic Officer, Director of Human Resources, Superintendent of Schools, and the Board of School Trustees.</p> <p>Dr. Morgan will provide FWCS with the process to focus dramatic and comprehensive interventions at Miami. She will provide instructional and operational support directly to the schools. Regularly, she will discuss progress and barriers with Superintendent Dr. Wendy Robinson, Area Administrator Rita Turflinger, and the principal. She will deliver direct services or facilitate the delivery of services necessary to improve student achievement and she will ensure the alignment of the Transformation Model with the FWCS system. Dr. Morgan will function as a research and development arm for FWCS.</p> <p>Dr. Morgan will provide direct service to Miami and is contracted for 150 days for the 2010-2011 school year. Included in this direct service is ongoing contact with the Superintendent, additional direct contact with the Area Administrator, constant contact with the Curriculum/Instruction Project Director and direct contact with the building Principal.</p> <p>The Transformation process is not a one time solution but is part of a sustained effort to ultimately eliminate chronic low-performance in FWCS. Through the extension of the process to the LEAD schools, FWCS will ensure that no child attends a low-performing school. The overarching focus is to build capacity for FWCS personnel for ongoing commitment.</p> <p>The Improvement Approach (illustrated earlier) undergirds the Transformation Model in FWCS allowing the focus on tracking student performance data as well as other indicators. The process provides the foundation system for implementation of the HPHP (high-performing, high-poverty) Readiness Model from Mass Insight including Readiness to Learn, Readiness to Teach, and Readiness to Act defined as follows:</p> <p>Readiness to Learn is focused on the students and creating an environment that allows students to feel secure and inspired to learn. Students bring many outside issues to the classroom; therefore school leaders need to develop strategies and systems to address these issues. The school will foster positive</p>
--	---

	<p>and enduring relationships between the teachers and students to maintain the commitment to learn.</p> <p>Readiness to Teach is based on shared accountability for student results across the staff. The instruction provided will be personalized based on data and flexible based on student needs. Professional development will be provided through collaboration, classroom evaluation, training and other best practices.</p> <p>Readiness to Act allows school leaders to make local decisions about how to manage budgets, staff, curricula, and programs. Schools will be relentlessly creative in identifying resources from the community, agencies, parents, and other partnerships to support the students. Schools will be flexible and remain focused on children.</p> <p>Evidence of the proposed partner's effectiveness working with transformation schools. Dr. Morgan has a strong track record with FWCS. Her effectiveness data has been provided to the IDOE. Preliminary ISTEP+ data for 2010 for FWCS indicates substantial growth at grades 3, 4, 5, 6, and 7. Data for grade 8 is not yet available as scoring sheets were sent to the wrong scoring facility. ECA data not yet available.</p> <p>Dr. Morgan has developed a positive working relationship with the FWCS Superintendent, Cabinet, Board of School Trustees, FWEA, and incoming principals. She is establishing community relationships. She has been introduced to the community through Board of School Trustee Meetings and public meetings held in conjunction with the LEAD school process.</p> <p>Dr. Morgan is being held to high performance standards through her contract and will be paid from funding sources outside the grant parameters. Her contract includes 30 days beyond the regular contract of service at no pay, with payment provided after growth goals are met.</p>
--	---

<i>Indicators of LEA Commitment</i>	<i>Description of how this commitment was or will be completed</i>
<p>3. <i>Align other resources with the school improvement model.</i></p> <p>○ <i>For each resource identified, specific ways to align it to the intervention model has been provided.</i></p>	
	<p><u>Title I, Part A</u> - FWCS is in District Corrective Action, therefore there is a 10% set aside used for professional development. Part of this funding will pay for summer professional development for Miami teachers prior to receipt of 1003(a) SIG funds.</p> <p>The Early Identification System, Data System to Support Instruction, District Support Structure, and FWCS Improvement Approach completed 2009-10 to be used at Miami were funded through Title I, Part A District Corrective Action.</p> <p><u>Title II, Part A</u> - in conjunction with Title I, Part A. FWCS will modify the use of these funds to provide high quality professional development for the new staff members at the 11 LEAD schools of which Miami is a participant. This professional development will include the Curriculum, Instruction, and Assessment feedback loop and the use of data to inform instructional decisions – all directly linked to the SIG activities and aligned with the Transformation Model for Miami.</p> <p><u>1003(g) School Improvement Grant</u> – AYP Funds: Miami has been included in the data collection, analysis, and program expectations through their weekly LEAD principals meetings occurring weekly since January 2010. Miami is applying for the 1003(g) funds in order to fund these Transformation Model activities.</p> <p><u>Title III – Part A – LEP</u> - As FWCS is a Refugee Relocation Site for Burmese refugees these funds are currently all being used to meet the needs of this student population. There are no additional funds available for Miami.</p> <p><u>Early Intervention and Reading First Grant Funds</u> – Miami is not eligible for these funds.</p> <p><u>Title IV – Safe and Drug Free Schools</u> - Miami staff will participate in Positive Behavior Support training. IDEA and ARRA funds will also be used for this training. This training is specifically designed to address the disproportionally evident in the discipline referrals at Miami.</p>

<i>Indicators of LEA Commitment</i>	<i>Description of how this commitment was or will be completed</i>
<ul style="list-style-type: none"> ○ <i>Multiple financial and non-financial resources have been identified and describe how they would align to the model</i> 	<p><u>Wallace Foundation</u> - The Wallace Foundation has approved the reallocation of funds for summer professional development concentrating on the development of Professional Learning Communities at Wayne High School and Miami Middle School as they work to create a collaborative environment with a significant portion of new staff members. Data documented on Worksheet #2 clearly indicate the need for additional training in PLCs.</p>
<p><i>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</i></p>	
<p><i>a) Teacher and principal evaluations differentiate performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective).</i></p>	<p>Minutes of the FWCS Board of School Trustees, the MOA between FWCS and FWEA regarding staffing of Miami School, the surplus of all staff (Board minutes, newspaper) and the Collective Bargaining Agreement between FWCS and FWEA ratified March 2010 all provide evidence that policies and practices have been modified for Miami. The MOA includes annual evaluations for all staff.</p> <p>Superintendent Dr. Wendy Robinson designated Dr. Ardys Morgan to work with the FWEA on the evaluation system that will include four rating categories. The agreement will be reached by January 2011. The evaluation system includes the new processes from the IDOE and links to the designations embedded in Race to the Top. This evaluation system clearly is not business as usual and marks a distinct and substantial change in the teacher and principal evaluation process. The teacher evaluation system includes specific steps for teachers not achieving effective or highly effective designations. Teachers not meeting these benchmarks will have structured, differentiated opportunities for support. If improvement is not documented through changes in data, then the system for dismissal is very specific.</p> <p>Additionally, Principal designee Hal Stevens has a performance contract with specific benchmarks to be met by October 31, 2010 in order for the contract to be renewed. This is a significant departure from business as usual.</p>

<i>b) Staff evaluation process includes annual observations for teachers/leaders and is at least 51% based on school and/or student performance.</i>	<p>The MOA between FWCS and FWEA signed in March 2009 includes annual evaluations for all staff a substantial departure from business as usual.</p> <p>Superintendent Dr. Wendy Robinson has designated Dr. Ardys Morgan to work with FWEA on the evaluation system. Fifty-One percent of this evaluation will be based on school and/or student performance. The agreement will be reached by January 2011.</p>
--	--

<i>Indicators of LEA Commitment</i>	<i>Description of how this action was or will be completed</i>
<i>c) Clear dismissal pathway for ineffective teachers and principals.</i>	<p>With 51% of the annual evaluation based on school and/or student performance, the current dialogue revolves around the definition of ‘opportunities provided to improve.’ It is understood from the FWCS/FWEA Collective Bargaining Agreement and the MOA, the process for dismissal of ineffective teachers and principals is clear. What remains to be negotiated are the specific steps provided for improvement and the benchmarks used to document effective and ineffective performance.</p> <p>Another concern in the identification of effective and ineffective teachers and principals based on school and student performance is the availability or lack of standardized assessment data in all courses.</p>
<i>d) Flexibility has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.</i>	<p>The Wayne High School and Miami Middle School principals (SIG applicants) for 2010-11 are already scheduled to participate in training to interview staff for 2010-11 as all current staff will be surplus. The principals will not do the hiring in isolation, there will be a team of administrators in each interview and appropriate interview questions and rubrics have been completed, reviewed by the principals and Area Administrators and will be used.</p> <p>It is understood that only highly qualified staff will be hired. If highly qualified applicants are not available within the pool of applicants from FWCS then a system is already in place to interview candidates from outside FWCS. That system (mutually agreed to by FWCS and FWEA) includes a series of Job Fairs and interview opportunities. These have been published and are available for review. All surplus teachers (and any other interested FWCS staff) have the opportunity to participate in interview training in order to understand what the new expectations are. All teachers have received the new job descriptions and a copy of the commitment letters.</p>

e) <i>Appropriate amount of instructional time added.</i>	<p>The minutes of the FWCS Board of School Trustees and the Collective Bargaining Agreement between FWCS and FWEA document the increased instructional time within the regular school day.</p> <p>Increased instructional time beyond the school day is documented in the LEAD Work Plan and MOA.</p>
---	---

<i>Indicators of LEA Commitment</i>	<i>Description of how this action was or will be completed</i>
5. Sustain the model after the funding period ends.	
a) <i>Continuous measurement of effectiveness of model's implementation provided.</i>	<p>The description of the Data System to Support Instruction details how the effectiveness of the model will be determined. The System is being embedded into FWCS and will be used routinely to determine mid course corrections to adapt implementation. Built into the systems is a series of fidelity checks.</p> <p>Furthermore, through extensive training through the Darden School of Business, FWCS has instituted a Balanced Scorecard (BSC). Embedded in the BSC, reported quarterly to the FWCS Board, are the data points from the Early Identification System and the Data System to Support Instruction.</p>
b) <i>Based on measurement, routinely adapts implementation to increase fidelity.</i>	<p>Built into the systems is a series of fidelity checks. These fidelity checks include the use of CBAM (Concerns Based Adoption Model) and feedback from the Instructional Coaches, and the job-embedded professional development.</p>

<i>Indicators of LEA Commitment</i>	<i>Description of how this action was or will be completed</i>
c) <i>Provides detailed description of availability of funding, staff, and other resources to continue the intervention after funding ends.</i>	<p>Due to changes in funding allocations, the FWCS is undergoing a multi-year process of reorganization including the closing of some schools. Additional reorganization/closings are anticipated for the 2011-12.</p> <p>After the three year grant period, the Transformation Specialist and the Curriculum/Instruction Project Director will no longer be needed as the program is designed to build leadership capacity.</p> <p>Additionally, the full time SAM will be able to assume some other responsibilities in the building and will be required for SAM work as part of other responsibilities.</p> <p>As the PLC becomes stronger and certificated staff capacity is increased to use data to inform instruction, the Pyramid for SuccessTM Building Coordinator and the instructional coaches (literacy, math/science) may not be needed. It is anticipated that this responsibility will be altered to a more general instructional</p>

	<p>coach and will be one or two people based on building size.</p> <p>Technology for project based learning, including the wireless cart, updated labs, and art/music mini labs, will have been updated and will no longer be a line item. However, of concern is the rapid pace at which technology becomes outdated.</p> <p>Professional Development required to build a PLC will also no longer be needed. However, it is anticipated that as skills increase, the need for other types of professional development will increase.</p> <p>As the teacher evaluation process moves from Wayne High School and Miami Middle School as SIG schools to the remaining LEAD schools and then to the rest of FWCS, it is anticipated that changes in compensation schedule will be the next logical step.</p>
--	---

E. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ Instructions:

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model only.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur, (names of months are sufficient).
- 3) Federal guidance notes that “the majority of the FY 2009 SIG funds will be used to fully implement the school improvement models in Tier I and II schools in the 2010-2011 school year” (F-2, p. 28). Thus, IDOE expects that all of the elements will be implemented during the 2010-2011 school year.
- 4) Complete the table for only the model that the school will implement.
- 5) If the improvement model will not be implemented, check “We will not implement this model.”

Turnaround Model

(Guidance Document, Section B, pages 15-18)

☐ We will implement this model. ☒ We will not implement this model - move to next model.

If implementing the turnaround model, complete the table below.

Transformation Model

(Guidance Document, Section E, pages 22-27)

☒ *We will implement this model.*

☐ *We will not implement this model – move to next model.*

The Transformation Model at Miami, designed to improve student achievement, will include support for building leadership, an annual evaluation system taking into account data on student growth, support to improve core instruction, support to improve teacher effectiveness, increased learning time for students, and rewards and incentives for staff.

Leadership support will include but not be limited to: 1) a Curriculum/Instruction Project Director to build principal capacity for instructional leadership; and 2) a School Administration Management system based on the Wallace funded SAM project.

The annual evaluation system will be linked to student growth including the Indiana Growth Model as appropriate as well as other data. Within this system will be professional development designed to provide multiple opportunities for teachers to improve.

Support to improve core instruction includes but is not limited to updated technology to provide student access to the tools to support 21st Century skills and project based learning activities.

Support to improve teacher effectiveness includes but is not limited to: 1) a Curriculum/ Instruction Project Director supporting and coordinating efforts of the Pyramid for SuccessTM Coordinator and all building instructional coaches; 2) updated technology to provide teacher access to data to inform instructional decisions; 3) two building based certified permanent substitute teachers to provide time for classroom teachers just in time feedback to impact instruction.

Increased student learning time includes the additional minutes within the regular school day and the increased class period after the end of the regular school day. This time will 1) provide struggling learners with additional time and opportunities for learning; 2) provide additional time including access to courses for high school credit (world language and advanced mathematics) for high ability students; 3) provide access to Art and Music for students not able to schedule those classes during the regular school day or for students seeking additional creative experiences; and 4) provide additional time for learning for students identified as Special Education.

Rewards and incentives for certified staff include: \$3,000 per teacher at the end of the three year grant period, \$1,500 at the end of each year for doing ‘whatever it takes’ to meet student needs, and the contracted hourly rate for the hour class period at the end of the regular school day at approximately \$12,000 per teacher.

If implementing the transformation model, complete the table below.

<i>Elements</i>	<i>Tasks</i>	<i>Lead Person/ Position</i>	<i>Time Period (month)</i>
1. <i>Replace the principal who led the school prior to implementing the model.</i>	<p>The transformation of Miami began with the hiring of Principal Hal Stevens in December 2005. At the time of his arrival, discipline issues were critical. Students, staff, and community did not believe that Miami was a safe and orderly environment. Mr. Stevens was charged with changing the culture, climate, and learning environment of Miami.</p> <p>Mr. Stevens began with 32.5 FTE certified staff. The teacher data indicates the following:</p> <ul style="list-style-type: none"> ○ 05-06, 2 resignations, 3 retirements 1 transfer ○ 06-07, 1 resignation, 0 retirements, 3 transfers ○ 07-08, 3 resignations, 1 retirement, 0 transfers ○ 08-09, 4 resignations, 1 retirement, 2 transfers <p>Projected for 09-10</p> <ul style="list-style-type: none"> ○ 5 resignations, 1 retirement, 4 transfers <p>This totals 31 staff changes in five years. These changes document Mr. Stevens clear focus on building a staff (within the parameters of the current Collective Bargaining Agreement) committed to the FWCS Moral Purpose of educating all students to high standards. Teacher evaluation has been the focus of his efforts for four years. By every measure Mr. Stevens has created a safe and orderly environment for students, staff, and community.</p> <p>Budgetary constraints will necessitate the reorganization of the middle schools and additional elementary schools for fall 2011 as these schools have excess capacity. Changes in building leadership for 2010-11 have been structured to minimize any negative impact on the students, families, and the community.</p> <p>Additionally, Miami enrollment has increased 55% from 535 to 828 in the last four years requiring attendance boundary changes for fall 2011-12 in order to balance enrollment across available space in the middle schools. With 31 staff changes at Miami since Mr. Stevens began and after a careful study of student data, the Board of School Trustees determined Mr. Stevens has created a safe school environment and is working to create a staff committed to the FWCS</p>	Superintendent	Completed

	<p>moral purpose of educating all children to high standards.</p> <p>Miami ISTEP+ student achievement growth data and 2010 preliminary performance data for Spring 2010 document substantially improved scores at all levels except grade 7 math. The Board of School Trustees believes Mr. Stevens has created the environment for increased student achievement and are providing him the opportunity to show continued growth during the next school year.</p>		
--	---	--	--

<i>Elements</i>	<i>Tasks</i>	<i>Lead Person/ Position</i>	<i>Time Period (month)</i>
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>	<p>The MOA between FWCS and FWEA signed in March 2010 includes annual evaluations for all staff.</p> <p>Superintendent Dr. Wendy Robinson has designated Dr. Ardys Morgan to work with FWEA on the evaluation system. The agreement will be reached by January 2011. The rating system will include four categories and will include at least 51% based on school and/or student performance.</p> <p>Teacher input into the process is through the FWEA. Principal input is through FWAPA.</p>	<p>Chief Academic Officer</p> <p>Transformation Specialist</p> <p>FWEA</p>	Completed January 2011, implemented August 2011
3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement; remove those who, after professional development, have not.</i>	<p>The principal and teachers involved in improving student achievement based on the performance criteria identified in this proposal and contingent upon funding will receive \$1,500 per year when student achievement targets are met and an additional \$3,000 at the end of the third year of the program when student achievement targets are met. The performance criteria will include increased student achievement and high school graduation rates.</p> <p>Classified staff involved in the process will receive \$500 per year for each year targets are met.</p> <p>Staff teaching in the extended day will receive the contracted hourly rate of approximately \$12,000 per teacher per year for 180 hours.</p> <p>The evaluation of teachers includes the designation of effective and highly effective and a process for the removal of teachers who after ample opportunities have been provided to improve their professional practice, have not done so.</p>	<p>Superintendent</p> <p>Chief Financial Officer</p>	Begin July 1, 2010 through June 2013

<i>Elements</i>	<i>Tasks</i>	<i>Lead Person/ Position</i>	<i>Time Period (month)</i>
4. <i>Provide high quality, job-embedded professional development.</i>	<p>The professional development model includes weekly high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with the school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. The initial time frame for summer professional development has been scheduled for August 2010.</p> <p>Multiple approaches to job embedded professional development are part of the effort to align curriculum, instruction, and assessment. One facet of PD is to facilitate just-in-time feedback from Instructional Coaches for teachers. Two licensed permanent building based substitutes who know the building routines and procedures will be available every day to step seamlessly into classroom while the teacher is involved in short instructional feedback opportunities. This procedure will be helpful in working with staff members needing additional opportunities to improve as part of the annual teacher evaluation.</p> <p>While topics for professional development have been determined and the first sessions are planned the principals are responsible for identifying additional professional development based on student and staff data. Additionally, professional development will include the Learning Connection to access effective practices; on demand professional development and a tracking tool; a help desk for educators to understand Indiana's Growth Model and curriculum maps for the Common Core Standards.</p>	<p>Chief Academic Officer</p> <p>Area Administrators</p> <p>Transformation Specialist</p> <p>Principals</p>	<p>August 1, 2010 to June 10, 2013</p>
5. <i>Implement strategies to recruit, place, retain staff</i>	<p>Financial incentives were described above in #3.</p> <p>Flexible work time includes staff determined collaboration time, and flexibility for some staff and students through the extended day.</p> <p>Career growth is provided through professional development, the Lead Teacher process and the instructional coaching opportunities.</p>	<p>Chief Financial Officer</p> <p>Chief Academic Officer</p>	<p>August 1, 2010 to June 10, 2013</p>

<i>Elements</i>	<i>Tasks</i>	<i>Lead Person/ Position</i>	<i>Time Period (month)</i>
6. <i>Provide increased learning time for students and staff.</i>	<p>Increased learning time for staff is through the collaboration time, job-embedded professional development, and summer professional development.</p> <p>Increased learning time for students includes going from the current 71,100 minutes to 76,500 minutes for 2010-11, an increase of 5,400 minutes through the change to a seven period day (increase of 7.6%)</p> <p>The second opportunity to increase learning time is through the extended day for 2010 of one 55 minute class period for an additional 9,900 minutes providing an additional increase in instructional time of 14%.</p> <p>The total increase in student instructional time with the new schedule and extended day is equivalent to an additional 35 instructional days.</p> <p>Students identified as at risk will be required to participate in the extended day based on their Individual Academic Plan described earlier.</p> <p>All staff will participate in weekly collaboration time embedded into the school day.</p>	<p>Board of School Trustees</p> <p>Agreement with FWEA</p>	Completed
7. <i>Use data to implement an aligned instructional program.</i>	<p>FWCS and Miami will use data through the Early Identification System and the Data Reporting System as well as the Balanced Scorecard to identify and implement an instructional program that is research-based and vertically aligned. Miami will use the IDOE Master Maps (in development under the direction of Dr. Schauna Findlay, IDOE) to ensure alignment with the Common Core Standards.</p> <p>Through the Assessment Suite and use of the Improvement Approach (detailed above) FWCS will ensure an aligned instructional program.</p>	<p>Chief Academic Officer</p> <p>Director of Federal Programs and Accountability</p>	August 1, 2010
8. <i>Promote the use of data to inform and differentiate instruction.</i>	<p>Classroom teachers will use data from diagnostic assessments, such as Acuity English, Acuity Math to collect and analyze data regarding student performance relative to Indiana's Common Core Standards. Teachers will develop frequent common assessments to monitor student learning and differentiate instruction.</p> <p>Teachers are expected to collaborate on and differentiate instruction in order to meet</p>	<p>Chief Academic Office</p> <p>Director of Federal</p>	The programs, systems, and processes were developed during 2009-10

	<p>the academic needs of all students.</p> <p>FWCS has developed an Early Identification System and four step Data System to Support Instruction including: Report 1: State Accountability Indicators; Report 2: Expectations and Instruction; Report 3: Culture, Climate, and Learning Environment – all of these reports provide data with a school view including drill down to grades, class, subgroups, teachers. Finally, Report 4: Equity of Opportunity Report – Superintendent’s View provides the district view with drill down to areas and schools.</p> <p>This system provides the framework for an early identification system for students at risk of failing to achieve high standards or to graduate. The system provides for the continuous use of student data to inform and differentiate instruction and provides information in the following categories: value added, diversity, ability to compete globally, program alignment with Indiana’s Common Core Standards, cohort growth data, moral obligation to educate all students to high standards, precision, personalization, and professional learning. The specifications for this system are available from Dr. Wendy Robinson, Superintendent.</p> <p>The Early Identification System, along with the Five Guiding Questions, and the Data Informed Decision Making Matrix provide the framework for data analysis.</p> <p>The FWCS Middle School Data Analysis and Program Evaluation System provides the process to monitor increasing rigor of advanced coursework, dual enrollment program, the extended day program.</p> <p>Additionally, the data will be used to document the increased use of appropriate technology to differentiate instruction. (Technology is detailed in the budget narrative.)</p>	<p>Programs and Accountability</p> <p>Director of Technology</p>	and are in place.
--	---	--	-------------------

<i>Elements</i>	<i>Tasks</i>	<i>Lead Person/ Position</i>	<i>Time Period (month)</i>
9. <i>Provide mechanisms for family and</i>	Quarterly public meetings will be held to inform families and communities about progress in attaining SIG goals.	Director of Federal	October 1, 2010

<i>community engagement.</i>	<p>Family and community members will serve as full participants of the School Improvement Team.</p> <p>Parent Surveys will be distributed (based on the Concerns Based Adoption Model concept) to determine needs for parenting forums.</p> <p>Required training for adult care givers of students identified as at risk will be offered in duplicate after school and in the evening in order to accommodate adult schedules. Several community organizations will assist with these meetings. These efforts are coordinated by Dr. Charles Green and Dr. C. Todd Cummings. These required meetings – six times per year – are a substantial departure from business as usual.</p> <p>Parent Surveys will be distributed (based on the Concerns Based Adoption Model concept) to determine needs for parenting forums.</p>	Programs and Accountability	
<i>10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).</i>	Miami has the operational flexibility to hire staff without the constraints of the Collective Bargaining Agreement as explained in the MOA. Additionally staff will have some flexibility in determining the content of the extended learning class period, determine the type, amount, and content of collaboration, and has some flexibility over budget within the guidelines of the SIG grant.	Director of Federal Programs and Accountability	April 1, 2010
<i>Elements</i>	<i>Tasks</i>	<i>Lead Person/ Position</i>	<i>Time Period (month)</i>
<i>11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>	<p>The FWCS is providing ongoing, intensive technical assistance and support through the Transformation Specialist, Dr. Ardys Morgan. She is currently working with Area Administrators and LEAD principals as well as having individual meetings with the incoming SIG principals.</p> <p>Dr. Morgan reporting directly to Superintendent Dr. Wendy Robinson is charged with brokering the necessary resources with the Chief Academic Officer and the Director of Federal Programs and Accountability to ensure success.</p>		

➤ *If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.*

The transformation of Miami Middle School began with the hiring of Principal Hal Stevens in December 2005. At the time of his arrival, discipline issues were critical. Students, staff, and community did not believe that Miami was a safe and orderly environment. Mr. Stevens was charged with changing the culture, climate, and learning environment of Miami Middle School.

Mr. Stevens began with 32.5 FTE certified staff. The teacher data indicates the following:

- 05-06, 2 resignations, 3 retirements 1 transfer; 06-07, 1 resignation, 0 retirements, 3 transfers; 07-08, 3 resignations, 1 retirement, 0 transfers; 08-09, 4 resignations, 1 retirement, 2 transfers

Projected for 09-10

- 5 resignations, 1 retirement, 4 transfers

This totals 31 staff changes in five years. These changes document Mr. Stevens clear focus on building a staff (within the parameters of the current Collective Bargaining Agreement) committed to the FWCS moral purpose of educating all children to high standards. Teacher evaluation has been the focus of his efforts for four years.

By every measure Mr. Stevens has created a safe and orderly environment for students, staff, and community.

Budgetary constraints will necessitate the reorganization of the middle schools and additional elementary schools for fall 2011 as these schools have excess capacity. Changes in building leadership for 2010-11 have been structured to minimize any negative impact on the students, families, and the community.

Additionally, Miami enrollment has increased 55% from 535 to 828 in the last four years requiring attendance boundary changes for fall 2011-12 in order to balance enrollment across available space in the middle schools. With 31 staff changes at Miami since Mr. Stevens began and after a careful study of student data, the Board of School Trustees determined Mr. Stevens has created the safe environment and is working to create a staff committed to the FWCS moral purpose of educating all children to high standards.

Student achievement data including Indiana's Growth Model and 2010 preliminary ISTEP+ results indicate improvement at every grade except grade 7 Mathematics. The Board of School Trustees believes Mr. Stevens has created the environment for increased student achievement and they are providing him the opportunity to show student achievement growth during the next school year.

Mr. Stevens will receive direct support from the Curriculum/Instruction Project Director, and Dr. Ardys Morgan, Transformation Specialist. It is expected that Mr. Stevens will rapidly build capacity to be an instructional leader. Changes in behavior and changes in expertise will be documented by the Area Administrator. Mr. Stevens must meet performance benchmarks starting in October 2010 in order for his contract to be renewed.

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	X	
2. The descriptions of how all of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that all of the model's elements will be implemented during the 2010-2011 school year.	X	

Restart Model

(Guidance Document, Section C, pages 19-20)

☐ We will implement this model. ☒ We will not implement this model – move to next model.

School Closure

(Guidance Document, Section D, pages 21-22)

☐ We will implement this model. ☒ We will not implement this model – do not complete.

F. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - One English/language arts goal for “all students.”
 - One mathematics goal for “all students.”
 - For examples of goals, see guidance document, H-25, p. 41.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable (SMART goals).

<i>SY 2009-2010 Baseline Data</i> <i>(most recent available data that corresponds to the proposed goals)</i>	<i>Annual Goals</i>		
	<i>SY 2010-2011</i>	<i>SY 2011-2012</i>	<i>SY 2012-2013</i>
<i>Example: 50% of all students are proficient on ISTEP+ mathematics</i>	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
Most recent is 2008-09 Spring: 45% of all students are proficient on ISTEP+ English/Language Arts	Spring 10-11: 55% of all students are proficient on ISTEP+ English/language Arts	Spring 11-12: 65% of all students are proficient on ISTEP+ English/language Arts	Spring 12-13: 75% of all students are proficient in English/language Arts
Most recent is 2008-09 Spring: 58% of all students are proficient on ISTEP+ Mathematics	Spring 10-11: 68% of all students are proficient on ISTEP+ Mathematics	Spring 11-12: 78% of all students are proficient on ISTEP+ Mathematics	Spring 12-13: 88% of all students are proficient on ISTEP+ Mathematics

➤ ***Complete “LEA Application: General Information” if have not already done so.***

Section II: Budget

Instructions:

- 1) *Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each “tab” for years 2010-2011, 2011-2012, 2012-2013.*
- 2) *Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.*
- 3) *The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.*

Note: The LEA’s budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA’s school.

- 4) *Describe how the LEA will align federal, state, and local funding sources with grant activities. (see Attachment B for suggestions)*

Title I, Part A - FWCS is in District Corrective Action, therefore there is a 10% set aside used for professional development. Part of this funding will pay for summer professional development for Miami teachers prior to receipt of 1003(a) SIG funds.

The Early Identification System, Data System to Support Instruction, District Support Structure, and FWCS Improvement Approach completed 2009-10 to be used at Miami were funded through Title I, Part A District Corrective Action.

Title II, Part A - in conjunction with Title I, Part A. FWCS will modify the use of these funds to provide high quality professional development for the new staff members at the 11 LEAD schools of which Miami is a participant. This professional development will include the Curriculum, Instruction, and Assessment feedback loop and the use of data to inform instructional decisions – all directly linked to the SIG activities and aligned with the Transformation Model for Miami.

1003(g) School Improvement Grant – AYP Funds: Miami has been included in the data collection, analysis, and program expectations through their weekly LEAD principals meetings occurring weekly since January 2010. Miami is applying for the 1003(g) funds in order to fund these Transformation Model activities.

Title III – Part A – LEP - As FWCS is a Refugee Relocation Site for Burmese refugees these funds are currently all being used to meet the needs of this student population. There are no additional funds available for Miami.

Early Intervention and Reading First Grant Funds – Miami is not eligible for these funds.

Title IV – Safe and Drug Free Schools - Miami staff will participate in Positive Behavior Support training. IDEA and ARRA funds will also be used for this training. This training is specifically designed to address the disproportionally evident in the discipline referrals at Miami.

Submit all materials in this document,
including the two worksheets in this application to IDOE

Attachment A: LEA Commitments Scoring Rubric

1. Design and implement interventions consistent with the final requirements.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>None</i> of the elements of the selected intervention model are described. ○ The descriptions of how the elements will be or have been implemented are <i>not included</i>. ○ The timeline demonstrates that <i>none</i> of the model's elements are or will be implemented during the 2010-2011 school year. ○ LEA staff has <i>no</i> expertise or successful experience in researching, designing or implementing the selected intervention model or other reform models. ○ <i>No or little</i> engagement has occurred with the school community. 	<ul style="list-style-type: none"> ○ <i>Some</i> of the elements of the selected intervention model are described. ○ The descriptions of how <i>some</i> elements will be or have been implemented are <i>not</i> detailed and/or steps or processes are <i>missing</i>. ○ The timeline demonstrates that <i>some</i> of the model's elements are or will be implemented during the 2010-2011 school year. ○ LEA staff has <i>some</i> expertise and successful experience in researching, designing, and implementing the selected model or other school reform models. ○ <i>Some</i> of the school community has been engaged in the progress and in providing input. 	<ul style="list-style-type: none"> ○ <i>All</i> the elements of the selected intervention model are included. ○ The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive. ○ The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year. ○ LEA staff has <i>high</i> levels of expertise and successful experience in researching, and implementing the selected intervention model. ○ The school community has been purposefully engaged <i>multiple</i> times to inform them of progress and seek their input.

*A proficient score is needed for approval.

2. The LEA has or will recruit, screen, select and support appropriate external providers.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>No plan</i> exists to identify external providers. ○ Available providers have <i>not been investigated</i> as to their track record. 	<ul style="list-style-type: none"> ○ A <i>plan</i> exists to identify external providers willing to serve in the LEA's part of the state. ○ Available providers have been <i>investigated</i> to their past work with schools and districts in improvement. 	<ul style="list-style-type: none"> ○ A <i>timely plan</i> exists to identify external providers willing to serve in the LEA's part of the state. ○ Available providers have been <i>thoroughly investigated</i> as to their past work with schools and districts in improvement.

<ul style="list-style-type: none"> ○ Parents and the community have <i>not been involved</i> in the selection process. ○ The provider <i>does not have</i> a track record of success. ○ The roles and responsibilities of the LEA and the provider <i>are not defined</i> in the contract. ○ The LEA <i>does not indicate</i> that it will hold the provider accountable to high performance standards. ○ The capacity of the external provider to serve the school is <i>not described</i> or the capacity is <i>poor</i>. 	<ul style="list-style-type: none"> ○ Parents and the community are <i>involved</i> in the selection process. ○ The provider selected <i>generally</i> has a track record of success. ○ The roles and responsibilities of the LEA and the provider have been <i>broadly defined</i> in the contract. ○ The LEA <i>indicates</i> that it will hold the provider accountable to performance standards. ○ The capacity of the external provider to serve the school is <i>briefly described</i>. 	<ul style="list-style-type: none"> ○ Parents and the community are <i>meaningful involved</i> from the beginning of the provider selection process. ○ The provider selected has a proven track record of success in <i>similar schools and/or student populations</i>. ○ The roles and responsibilities of the LEA and the provider have been <i>clearly defined</i> in the contract. ○ The LEA and provider have <i>clear delineation</i> of roles and responsibilities in the contract. ○ The LEA describes how it will hold the provider accountable to <i>high</i> performance standards. ○ The capacity of the external provider to serve the school is <i>clearly described</i>.
--	---	--

*A proficient score is rating is needed for approval.

3. The LEA has or will align other resources with the interventions.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>Inappropriate or a few</i> financial and non-financial resources have been identified. ○ Ways in which to align the interventions with resources have <i>not been provided</i> or <i>do not correspond</i> to the selected intervention model. 	<ul style="list-style-type: none"> ○ <i>Limited</i> financial and non-financial resources have been identified. ○ For <i>some</i> of the resources identified, <i>general ways</i> to align to the intervention model have been provided. 	<ul style="list-style-type: none"> ○ <i>Multiple</i> financial and non-financial resources have been identified. ○ For <i>each</i> resource identified, <i>specific ways</i> to align to the intervention model has been provided.

*A proficient score is needed for approval.

4. The LEA has or will modify its practices and policies to enable it and the school the full and effective implementation of the intervention.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements ○ Evaluation <i>does not</i> differentiate performance across categories. ○ The principal and teacher evaluation process includes <i>one or no</i> observations, based on school/student performance. ○ Dismissal policy is <i>never</i> utilized for ineffective teachers and principals. ○ <i>Very little or no flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model. ○ <i>Very limited or no</i> additional instructional time added. 	<ul style="list-style-type: none"> ○ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements ○ Evaluation indicates <i>some</i> differentiation of performance across categories (i.e., effective, ineffective). ○ The principal and teacher evaluation processes includes a <i>few</i> observations and is <i>less than 51%</i> based on school and/or student performance. ○ Dismissal policy is <i>rarely</i> utilized or implemented for ineffective teachers and principals. ○ <i>Limited flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the model. ○ <i>Some</i> instructional time added (if required by the model). 	<ul style="list-style-type: none"> ➤ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements ○ Evaluation differentiates performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective). ○ Teacher and principal evaluations process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance. ○ Clear dismissal pathway for ineffective teachers and principals. ○ <i>Flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model. ○ <i>Appropriate</i> amount of instructional time added (if required by the model).

(5) The LEA will provide evidence for sustaining the reform after the funding period ends.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>No</i> measurement of effectiveness of model's implementation provided. ○ Based on measurement, <i>never or rarely</i> adapts implementation ○ Provides <i>no or limited</i> description of potential availability of funding, staff, and other resources to continue the intervention after funding ends. 	<ul style="list-style-type: none"> ○ <i>Some</i> measurement of effectiveness of model's implementation provided. ○ Based on measurement, <i>occasionally</i> adapts implementation to increase fidelity. ○ Provides <i>limited</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends. 	<ul style="list-style-type: none"> ○ <i>Continuous</i> measurement of effectiveness of model's implementation provided. ○ Based on measurement, <i>routinely</i> adapts implementation to increase fidelity. ○ Provides <i>detailed</i> description of the availability of funding, staff, and other resources to continue the intervention after funding ends.

*A proficient score is needed for approval.

Attachment B: Example of Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
<i>Federal Resources</i>		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	Title I, Part A - regular and stimulus funds (school wide or targeted assistance programs)
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	1003(a) School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	Title II, Part A
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Turnaround Transformation Restart	Title III, Part A - LEP
<i>State Resources</i>		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround Transformation Restart	Early Intervention Grant
High ability grants to provide resources that support high ability students.	Turnaround Transformation Restart	High Ability Grant